

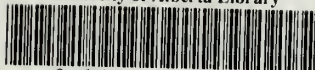
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2004 CTS AMENDMENTS to the Career Transitions Guide to Standards and Implementation

Summary of Curriculum Changes

Course withdrawal:

- CTR2020: Taking the Lead

Course revisions (Course descriptions have been revised for clarification):

- Project Courses—CTR1110, CTR1120, CTR2110, CTR2120, CTR2130, CTR2140, CTR2150, CTR3110, CTR3120, CTR3130, CTR3140, CTR3150
- Practicum Courses—CTR3040, CTR3050, CTR3060, CTR3070, CTR3080

Prerequisite change:

- CTR2020: Taking the Lead is no longer a prerequisite for CTR3020: Organizational Leadership

Section B

1. **Remove** pages B.5–B.7 (Revised 2002/2003) and **replace** with new pages B.5–B.7 (Revised 2004).

Section D

1. **Remove** page D.11 (1997) and **replace** with new page D.11 (Revised 2004).

Section E

1. **Remove** page E.1 (Revised 2000) and **replace** with new page E.1 (Revised 2004).
2. **Remove** pages E.7–E.8 (Revised 2003/1997) and **replace** with new page E.7–E.8 (Revised 2004).
3. **Remove** page E.13 (1997) and **replace** with new page E.13 (Revised 2004).

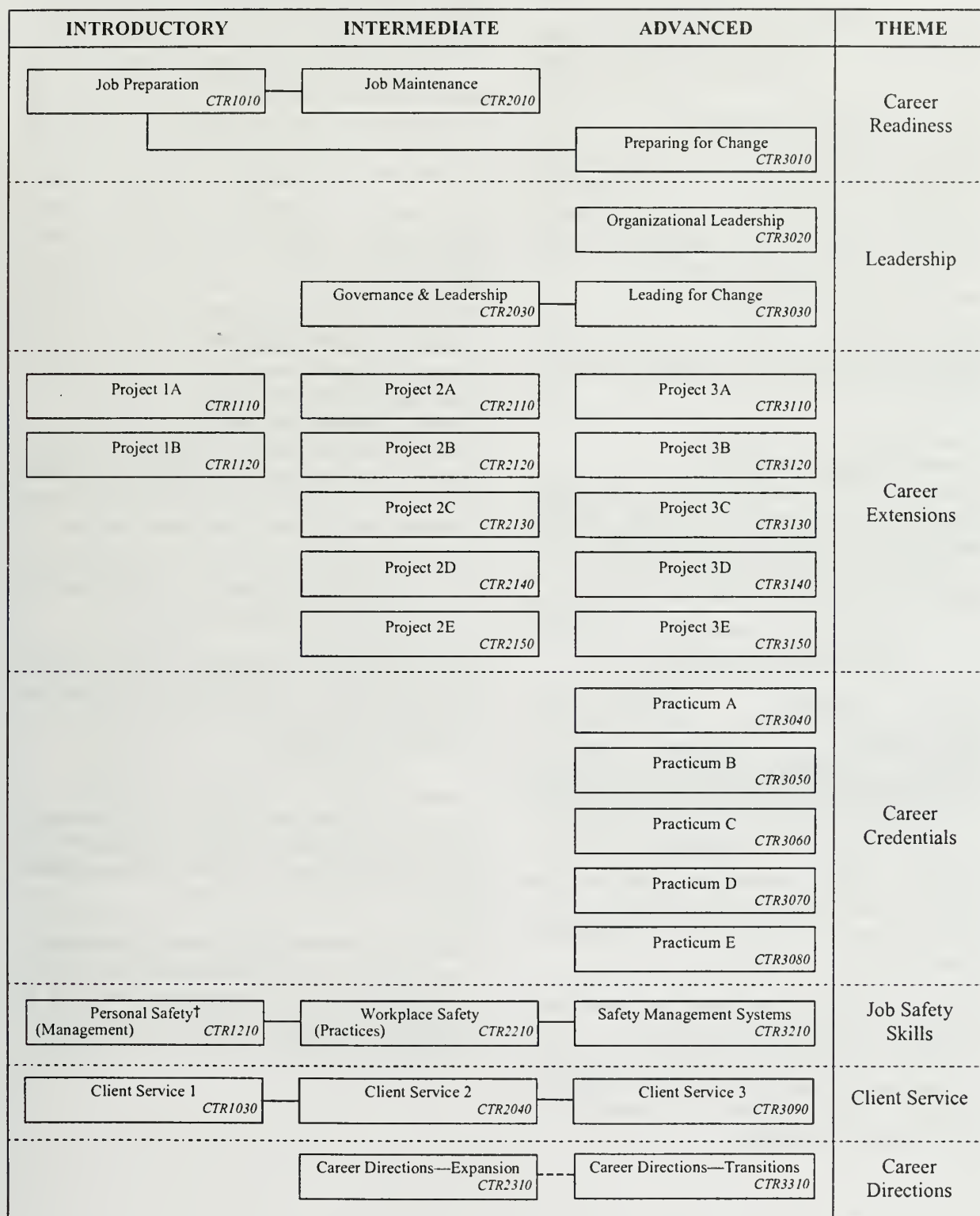
Section F

1. **Remove** page F.5 (1997) and **replace** with new page F.5 (Revised 2004).
2. **Remove** page F.13 (1997) and **replace** with new page F.13 (Revised 2004).
3. **Remove** page F.17 (1997) and **replace** with new page F.17 (Revised 2004).

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SCOPE AND SEQUENCE

CAREER TRANSITIONS



—— Prerequisite - - - - Recommended Sequence

† Course is also offered in Community Health.

Note: Leading by Example has been withdrawn effective September 2003.

COURSE DESCRIPTIONS

Course CTR1010: Job Preparation

Students develop successful employment search skills and a personal employment search portfolio.

Course CTR1030: Client Service 1

Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR1110: Project 1A

Course CTR1120: Project 1B

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Course CTR1210: Personal Safety (Management)

Students develop practical safety-related knowledge, skills and attitudes, and obtain training and possible certification in emergency first aid.

Course CTR2010: Job Maintenance

Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Course CTR2030: Governance & Leadership

Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Course CTR2040: Client Service 2

Students expand on the principles and practices of client service previously developed. The learning acquired by students in CTR1030 Client Service 1 is extended and enhanced, and additional opportunities are provided for students to develop client service abilities by applying and integrating, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR2110: Project 2A

Course CTR2120: Project 2B

Course CTR2130: Project 2C

Course CTR2140: Project 2D

Course CTR2150: Project 2E

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Course CTR2210: Workplace Safety (Practices)

Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

Course CTR3010: Preparing for Change

Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

Course CTR3020: Organizational Leadership

Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Course CTR3030: Leading for Change

Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

Course CTR3040: Practicum A**Course CTR3050: Practicum B****Course CTR3060: Practicum C****Course CTR3070: Practicum D****Course CTR3080: Practicum E**

Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies courses, previous practicums and other experiences.

Note: The practicum courses may be accessed only by students continuing to work towards attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS strands. The practicum courses may not be delivered as stand-alone courses, nor may they be combined with core courses. These courses may not be used in conjunction with Registered Apprenticeship Program courses. The practicum courses must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the external credential.

Course CTR3090: Client Service 3

Students build on the principles and practices of client service acquired in CTR2040 Client Service 2. Additional opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR3110: Project 3A**Course CTR3120: Project 3B****Course CTR3130: Project 3C****Course CTR3140: Project 3D****Course CTR3150: Project 3E**

Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Course CTR3210: Safety Management Systems

Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

Course CTR2310: Career Directions—Expansion

Students build on work done in CALM to update their learning/career plan, to enhance their career tool kit, and to update their action plan for strengthening essential competencies and learning capacity.

Course CTR3310: Career Directions—Transitions

Students build on work done in CTR2310: Career Directions—Expansion to update their learning/career plan, and to ensure their career tool kit can support them as they make the transition from high school into the workplace or post-secondary learning.

COURSE CTR1110: PROJECT 1A
COURSE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> propose, manage and assess a project meet goals as defined within the project plan 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of project including project: <ul style="list-style-type: none"> proposal management completion assessment presentation. <p><i>Assessment Tool</i> <i>CTR Project: Career Extensions Courses</i></p>	<p>20</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p>
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

COURSE CTR1110: PROJECT 1A
COURSE CTR1120: PROJECT 1B (continued)

Concept	Specific Outcomes	Notes★
Project Definition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify a project • prepare a project plan: <ul style="list-style-type: none"> – clarify the purpose of the project – define project deliverables – specify project timelines – define resource needs, e.g., materials, finances, support network • define assessment standards (indicators for success) • present project proposal for approval. 	<p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p>
Project Management	<ul style="list-style-type: none"> • proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan. 	<p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>
Project Presentation and Assessment	<ul style="list-style-type: none"> • present the project: <ul style="list-style-type: none"> – outcomes attained – relationship to goals set originally • assess the project: <ul style="list-style-type: none"> – processes and strategies used – recommendations for how the project could have been improved. 	<p>Project presentation could be in print, a display of the product or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>

★ Refer to the *Guide to Standards and Implementation for the particular strand for suggestions about how project courses could be used to complement and enhance the learning.*

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Career Transitions.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Course CTR2010:	Job Maintenance.....	E.3
Course CTR2030:	Governance & Leadership.....	E.9
Course CTR2110:	Project 2A.....	E.13
Course CTR2120:	Project 2B.....	E.13
Course CTR2130:	Project 2C.....	E.13
Course CTR2140:	Project 2D.....	E.13
Course CTR2150:	Project 2E.....	E.13
Course CTR2210:	Workplace Safety (Practices).....	E.15
Course CTR2040:	Client Service 2	E.19
Course CTR2310:	Career Directions—Expansion	E.25

Note:

*CTR2020: Taking the Lead
(pages E.7–E.8) has been withdrawn
effective September 2004.*

COURSE CTR2110: PROJECT 2A
COURSE CTR2120: PROJECT 2B
COURSE CTR2130: PROJECT 2C
COURSE CTR2140: PROJECT 2D
COURSE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> propose, manage and assess a project meet goals as defined within the project plan 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of project, including project: <ul style="list-style-type: none"> proposal management completion assessment presentation. <p><i>Assessment Tool</i> <i>CTR Project: Career Extensions Courses</i></p>	<p>20</p> <p>20</p> <p>20</p> <p>20</p> <p>20</p>
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

COURSE CTR2110: PROJECT 2A
 COURSE CTR2120: PROJECT 2B
 COURSE CTR2130: PROJECT 2C
 COURSE CTR2140: PROJECT 2D
 COURSE CTR2150: PROJECT 2E (continued)

Concept	Specific Outcomes	Notes ★
Project Definition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify a project • outline related issues and implications • prepare a project plan: <ul style="list-style-type: none"> – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals. 	<p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Resources could include materials, finances and support network.</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p>
Project Management	<ul style="list-style-type: none"> • proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan. 	<p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>
Project Presentation and Assessment	<ul style="list-style-type: none"> • present the project: <ul style="list-style-type: none"> – outcomes attained – relationship to goals set originally • assess the project: <ul style="list-style-type: none"> – processes and strategies used – recommendations for how the project could have been improved. 	<p>Project presentation could be in print, a display of the project or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>

★ Refer to the *Guide to Standards and Implementation* for a particular strand for suggestions about how project courses could be used to complement and enhance the learning.

COURSE CTR3020: ORGANIZATIONAL LEADERSHIP

Level: Advanced

Theme: Leadership

Prerequisite: None

Description: Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none">explain the similarities and differences between leadership practices and management practices	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none">comparing and contrasting leadership and management practices. <i>Assessment Tool</i> <i>CTR1020/2020/3020: Leadership Courses</i>	20
<ul style="list-style-type: none">demonstrate leadership by establishing an organization, leading it to achieve a stated goal, and assessing the process and outcome	<ul style="list-style-type: none">initiating a leadership project. <i>Assessment Tool</i> <i>CTR1020/2020/3020: Leadership Courses</i>	30
	<ul style="list-style-type: none">developing the procedures and practices used to attain the goals for a leadership project. <i>Assessment Tool</i> <i>CTR1020/2020/3020: Leadership Courses</i>	50
<ul style="list-style-type: none">demonstrate basic competencies.	<ul style="list-style-type: none">observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

COURSE CTR3020: ORGANIZATIONAL LEADERSHIP (continued)

Concept	Specific Outcomes	Notes
Organization(s)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> define and describe the concepts of: <ul style="list-style-type: none"> being organized an organization identify and describe types of organizations and their structures explain how and why the structure(s) of organizations <ul style="list-style-type: none"> differ may be changed distinguish among an organization's: <ul style="list-style-type: none"> mission statement vision goals objectives. 	<p>Relate to the home, the school and to the community.</p> <p>Consider current usage of terms, e.g.,</p> <ul style="list-style-type: none"> flattening downsizing outplacing
Leadership and Management	<ul style="list-style-type: none"> distinguish between roles played and tasks performed by leaders and managers define and give examples of "delegation" as a leadership behaviour explain why authority may be delegated but responsibility may not. 	<p>Consider roles and tasks within a variety of contexts including:</p> <ul style="list-style-type: none"> the home the school in for-profit organizations in volunteer organizations.
<p>Project Management</p> <ul style="list-style-type: none"> Stress Time 	<ul style="list-style-type: none"> identify elements within a project that may need managing; e.g.: <ul style="list-style-type: none"> time personnel other resources stress describe strategies/models for managing project elements; e.g., PERT identify and describe causes of stress within an organization identify and describe indicators of stress in self and others describe and demonstrate stress management techniques used by individuals and groups explain the importance of time as a resource to be managed in different projects/situations identify and describe time management principles and strategies demonstrate time management strategies. 	<p>Refer to work of Hans Selye.</p>

COURSE CTR3040: PRACTICUM A
COURSE CTR3050: PRACTICUM B
COURSE CTR3060: PRACTICUM C
COURSE CTR3070: PRACTICUM D
COURSE CTR3080: PRACTICUM E

Level: Advanced

Theme: Career Credentials

Prerequisite: None

Description: Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies courses, previous practicums and other experiences.

Note: The practicum courses may be accessed only by students continuing to work towards attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS strands. The practicum courses may not be delivered as stand-alone courses, nor may they be combined with core courses. These courses may not be used in conjunction with Registered Apprenticeship Program courses. The practicum courses must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the external credential.

Parameters: These courses should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS strands. These courses may not be used in conjunction with Registered Apprenticeship Program courses. (See Section H of this Guide for list of credentialling opportunities related to the CTS strands.) Courses must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> perform assigned tasks and responsibilities efficiently and effectively as required by the credentialling agency 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> application of competencies developed in related CTS courses observations of individual performance emphasizing: <ul style="list-style-type: none"> individual effort interpersonal interactions resource management health and safety. <p><i>Assessment Tool</i> <i>As established by the credentialling agency</i></p> <p><i>Standard</i> <i>As defined by the credentialling agency</i></p>	80

COURSE CTR3040: PRACTICUM A
 COURSE CTR3050: PRACTICUM B
 COURSE CTR3060: PRACTICUM C
 COURSE CTR3070: PRACTICUM D
 COURSE CTR3080: PRACTICUM E (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"> analyze personal performance in relation to established standards 	<i>Assessment of student achievement should be based on:</i> <ul style="list-style-type: none"> prepare personal work plans that include: <ul style="list-style-type: none"> assessment of present competency analysis of competency levels needed to be successful in designated occupation action plan for improving competencies. <i>Assessment Tool</i> <i>Generic Tool: Portfolio Assessment</i>	20
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i>	Integrated throughout

Concept	Specific Outcomes	Notes
Roles and Responsibilities	<i>The student should:</i> <ul style="list-style-type: none"> identify regulations and regulatory bodies related to the credential describe personal roles and responsibilities: <ul style="list-style-type: none"> key responsibilities support functions/responsibilities code of ethics describe personal work responsibilities and categorize them as <ul style="list-style-type: none"> routine tasks (daily, weekly, monthly, yearly) non-routine task (emergencies, etc.) tasks requiring personal judgement task requiring approval of supervisor 	

COURSE CTR3110: PROJECT 3A
COURSE CTR3120: PROJECT 3B
COURSE CTR3130: PROJECT 3C
COURSE CTR3140: PROJECT 3D
COURSE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Note: The project courses may not be delivered as stand-alone courses, nor may they be combined with core courses.

Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> propose, manage and assess a project meet goals as defined within the project plan 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> successful completion of project including project: <ul style="list-style-type: none"> proposal management completion assessment presentation <p><i>Assessment Tool</i> <i>CTR Project: Career Extensions Courses</i></p> <ul style="list-style-type: none"> successful attainment of the standards for achievement outlined within the project plan. <p><i>Assessment Tool</i> <i>CTR Project: Career Extensions Courses</i></p>	<p>20 20 20 20 20</p>
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

COURSE CTR3110: PROJECT 3A
 COURSE CTR3120: PROJECT 3B
 COURSE CTR3130: PROJECT 3C
 COURSE CTR3140: PROJECT 3D
 COURSE CTR3150: PROJECT 3E (continued)

Concept	Specific Outcomes	Notes★
Project Definition	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify a project • prepare a project plan: <ul style="list-style-type: none"> – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals. 	<p>Purposes of project should relate to student(s)' goals and expectations. (Refer to <i>Guide to Standards and Implementation</i> for strand-related projects.)</p> <p>Resources could include materials, finances and support network.</p> <p>Presentation of project proposal could be print, verbal or audio/visual.</p>
Project Management	<ul style="list-style-type: none"> • complete the project as outlined with the project plan • monitor project and make necessary adjustments to project plan. 	<p>Project monitoring should include regular progress checks and consultation with teacher and others.</p>
Project Presentation and Assessment	<ul style="list-style-type: none"> • present the project: <ul style="list-style-type: none"> – outcomes attained – relationship to goals set originally • evaluate the project: <ul style="list-style-type: none"> – processes and strategies used – recommendations for how the project could have been improved. 	<p>Project presentation could be in print, a display of the project or a description of the processes undertaken.</p> <p>Student assessment could be print, verbal, and/or audio/visual.</p>

★ Refer to the *Guide to Standards and Implementation for a particular strand* for suggestions about how project courses could be used to complement and enhance the learning.



